

# Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

*To alleviate background noise  
and ensure a quiet session,  
your audio connection has been muted.*

## Asking Questions & Sharing Thoughts:

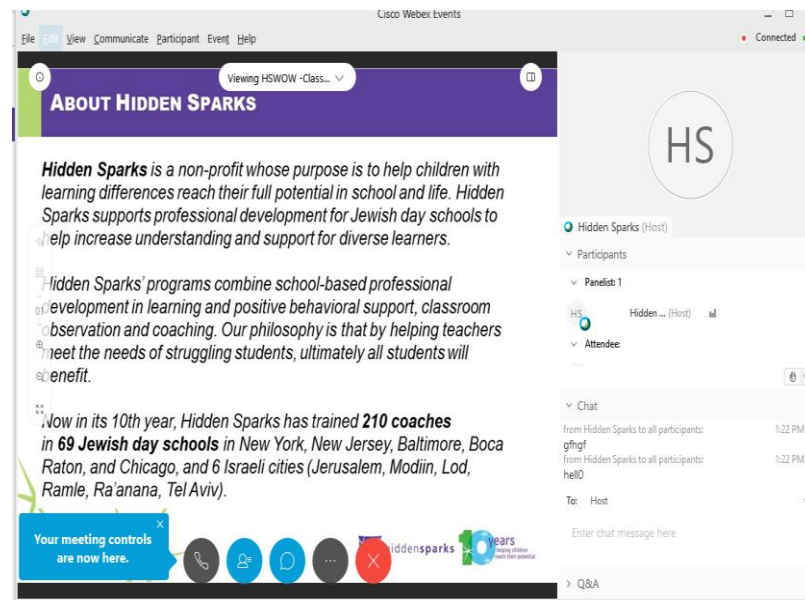
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.



## Audio:

If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.



# ABOUT HIDDEN SPARKS

***Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.***

***Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.***

***Now in its 12th year, Hidden Sparks has trained 297 coaches and 465 educators in 108 Jewish day schools in New York, New Jersey, Baltimore, Chicago, Florida, Cleveland, Atlanta and 6 Israeli cities.***

***Please be in touch with our office to find out how to bring Hidden Sparks programs to your school!***

hiddensparks  
without walls

# Kriah Strategies for All

**Presented by Angelina Yucht  
Swenson**

**December 11, 2019**



**hiddensparks**  
helping children reach their potential™

# Our Guest: Angelina Swenson



Angelina Yucht Swenson is the Hebrew Language Coordinator at the Shefa School. Angellina pioneered The Shefa School's multisensory Hebrew reading program and continues to identify best practices in teaching Hebrew to students with language-based learning disabilities. Currently, Angelina teaches small groups of students, builds curriculum and coaches teachers on Hebrew literacy. Prior to joining Shefa, Angelina was a classroom teacher at the Aaron School, and served as a Hebrew language learning specialist at the Heschel School. Angelina has been committed to finding best practices in teaching Hebrew to students with language based learning disabilities and ensuring that each student feels confident with their Hebrew language skills. Angelina received her B.A. from Cornell University and a Masters Degree in Special Education from Hunter College. She is currently enrolled in a Masters Degree program in School Leadership at Bank Street College.

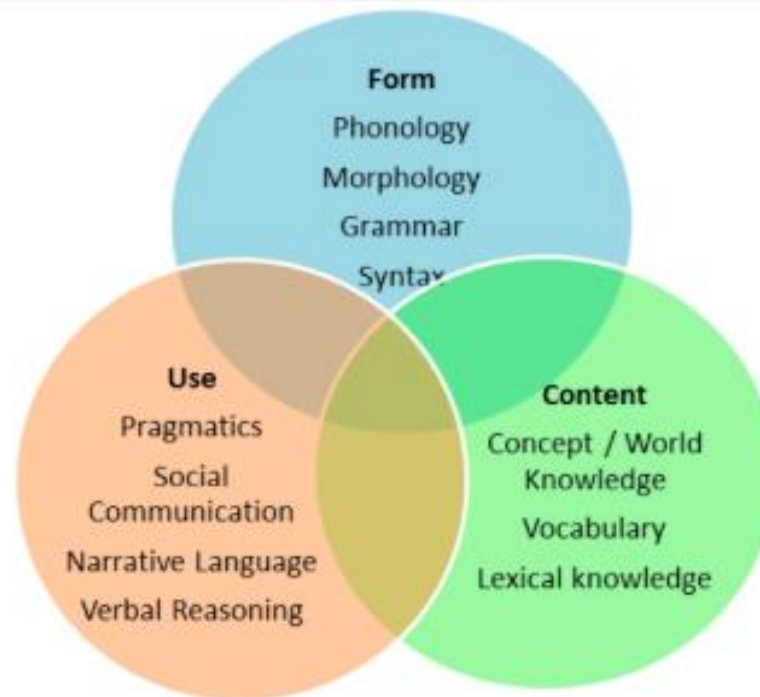
# Overview of the Session

- Review of the interplay between cognition and language
- Discuss second language learning and supports for LBLD populations
- Learn Kriah strategies for teaching and supporting students with LBLD in Hebrew
- Helpful Hebrew Resources



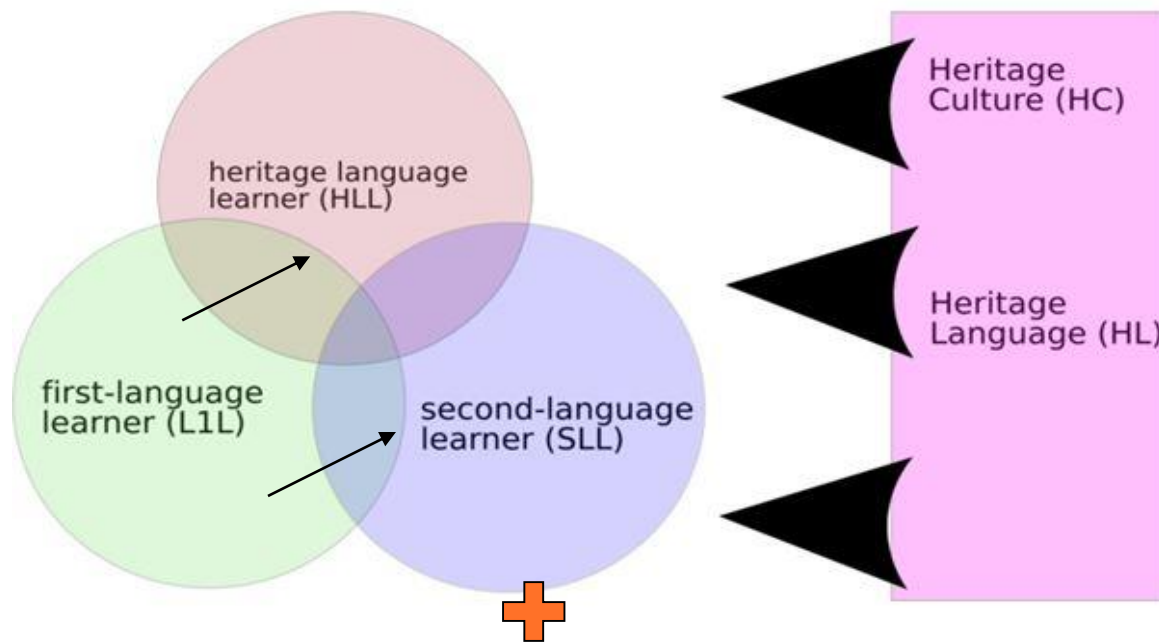
# Bloom and Lahey Model

## BLOOM AND LAHEY MODEL



**Bloom & Lahey, 1978**

# First Language Influencing Second/Foreign Language



**Language Based Learning Disability**



# Hebrew Language Role in the United States

## Hebrew as a Second Language

- Second language (SL or L2) is acquired after one's native language is learned in a region where that language is dominant.
- Ex. Israeli kids coming to the United States to learn English. English is the L2.

## Hebrew as a Heritage Language

- Heritage Language (HL) refers to a language other than the dominant language that is familiar to the user.
- HL is also defined as any language brought to a host society by immigrants, and can also be referred to as community language, ancestral language, or ethnic language.

## Hebrew as a Foreign Language

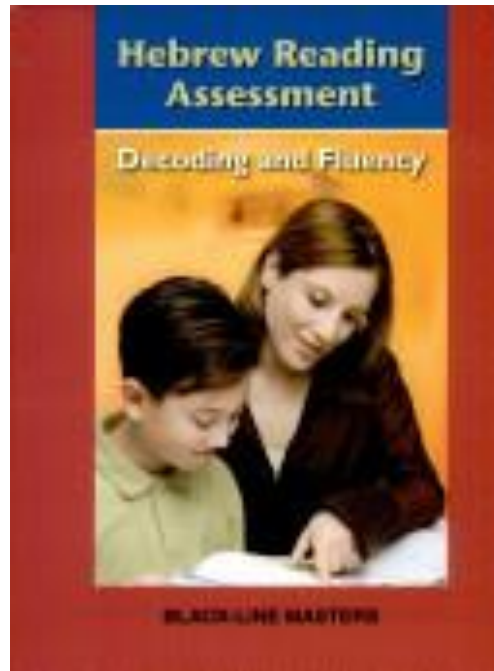
- Foreign Language (FL) is learned in a region where it is not generally spoken by the majority population.
- Ex. a Hebrew class being taught in an American University.



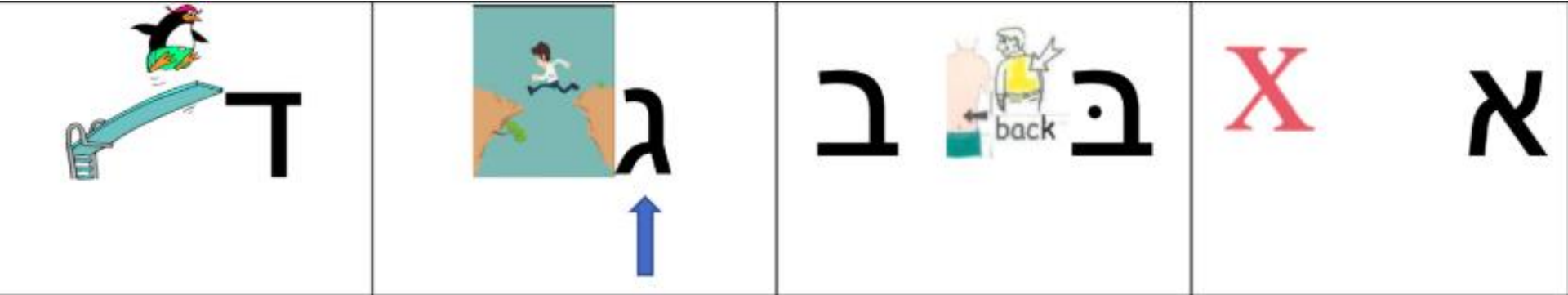


# Kriah Strategies - Assessment

- Begin with an assessment
- Determines where student is in their Hebrew decoding level



# Kriah Strategies – Multisensory: Visual



# Kriah Strategies – Multisensory: Kinesthetic



# Kriah Strategies – Multisensory: Skywriting



# Kriah Strategies – Multisensory: Visuals





# Kriah Strategies – Multisensory: Technology



# Kriah Strategies – Multisensory: Dictation

שם: \_\_\_\_\_

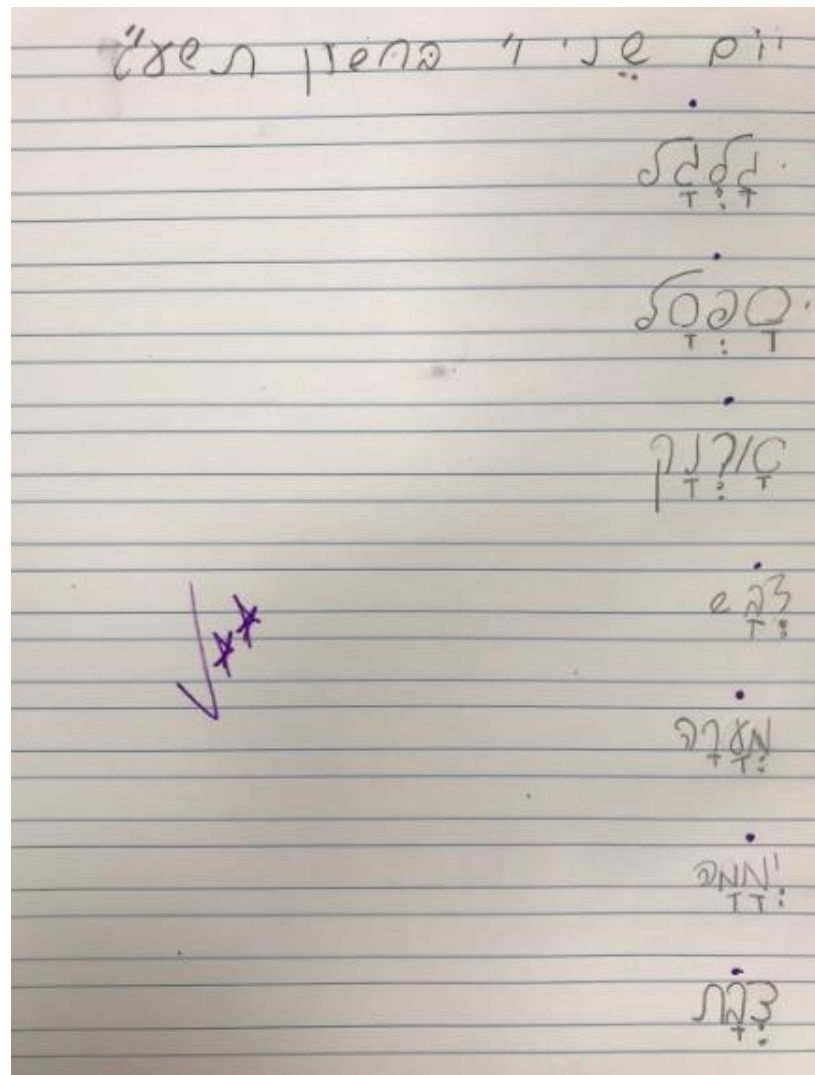
(1) לעשות איקס (x) על השוא - *cross out the Shva*

(2) בבקשה לקרוא X2

(1) עבדה רגדן פרס ספסל

(2) גרר עצלן חשדן ברדק

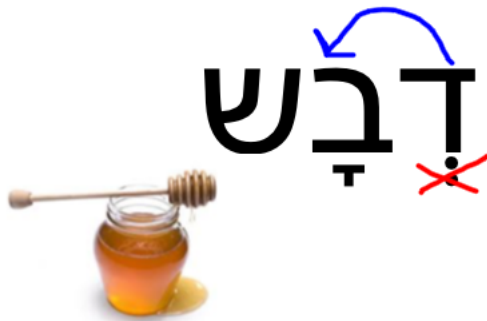
(3) דבש כלבה זמן אברם





# Kriah Strategies – Multisensory: Visuals

\*cross out the shva , and blend it with the letter in front!



Step 1: Find the vowels.

Step 2: Cross out the shva.

Step 3: Divide after the vowels (except the last one).

Step 4: Number the syllables.

Step 5: Read the word!

שם: \_\_\_\_\_

(1) לעשות אִיקס (x) על השוא - *Shva* cross out the

(2) בבקשה לקרוא X2

(1) עֲבָדָה רָקִידוֹ פָּרָס סַפְסָל

(2) גֵּרָר עֲצָלוֹ חֲשָׁדוֹ בִּרְדָּק

(3) דְּבֶשׁ כִּלְבָּה זִמּוֹ אֲבָרָם

# Kriah Strategies – Multisensory: Syllabication



Step 1: look for and cross out the silent shva

Step 2: find the vowels

\*Step 3: divide after the vowel (except last)

Step 4: number the syllables

Step 5: read the word

\*if there is a silent shva  
in the middle, divide  
after it and move it back

# Kriah Strategies – Multisensory: Explicit Instruction

## Exceptions to the Silent *Shva* Rule



Sometimes, the *shva* makes the short “e” sound when it is under the first letter of a word

מְ! נֶר

Example: ילדים



# Kriah Strategies

## Hebrew Reading Strategies - שיטות קריאה בעברית

- If you need to work on accuracy:
  - לקרוא לאט לאט - read slowly
  - לקרא בקול - read out loud
  - לצבע נקודות - color the vowels to help you remember their sounds
  - לחלק מילים ארכות להבקות ולקרא את המילה בנחד - divide longer words into syllables, scoop each syllable and then blend all of the syllables together when reading the whole word.

לֹשֶׁבֶת לוֹ לִים ← לֹשֶׁבֶת לוֹ לִים

שֶׁתִּים ← שֶׁתִּים

# Kriah Strategies – cont'

- If you need to work on fluency:
  - לקרא בקול - read out loud
  - לקרא כל משפט 2 פעמים - read each line 2 times or more
  - אם קוראים פסקה, לקרא אותה 2 פעמים - if you're reading a paragraph, read it 2 times or more

# Kriah Strategies – Resources

## התפתחות הקריאה: Reading Development

<https://www.gamba1.cet.ac.il/>

Free website for beginning Hebrew readers. It is an interactive website that targets phonemic awareness starting at the single syllable level.

<https://ofek.cet.ac.il/ab/lashon/kesem/>

Free website for beginning Hebrew readers. It is an interactive website that targets phonemic awareness starting at the single syllable level.

<http://www.lomda.net/otiotpele.asp>

Free but need to use on a PC. It is an interactive website that targets phonemic awareness starting at the letter level.

<https://apps.apple.com/us/app/eyal/id1214713636> (app).

Used on ipads and costs \$20 per year. A DIY Hebrew reading program. Includes dictation activities and auditory rea

# Upcoming Hidden Sparks Without Walls Sessions

Wed., January 8, 2020	<b><i>For Teachers and Parents</i></b> <i>Supporting Students in Their Transition to Middle and High School</i> Presented by Zipora Schuk
Wed., January 5, 2020	<b><i>For Teachers</i></b> <i>Bringing Mindfulness into the Classroom</i> Presented by Matis Miller

**If you are interested in bringing  
Hidden Sparks  
to your school or city, please contact us:  
[212-767-7707](tel:212-767-7707) or [sara@hiddensparks.org](mailto:sara@hiddensparks.org)**





# Contacting Hidden Sparks

## Contact Presenter:

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## Contact Hidden Sparks:

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[www.facebook.com/HiddenSparks](https://www.facebook.com/HiddenSparks)



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